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ABSTRACT

This report from the Kimberly Elementary School in Atlanta (Georgia) provides information on student achievement for the 1986-87 school year. The narrative presents 28 findings concerning enrollment, attendance, reading achievement, math achievement, and achievement in other subject areas. Conclusions and recommendations generated from these findings are the following: (1) in 1987 the school was at the national norm for reading and math; (2) the number of kindergarten students scoring above national norms increased in 1987; (3) in 1987 second- and fourth-grade students performed above national norms for social studies and science; (4) students completed the greater portion of the reading and math materials; (5) 92 percent of the kindergarten class completed and mastered the reading readiness program; (6) scores for first-grade students on the criterion-referenced test exceeded reading and math scores for the system and the state; (7) in the third grade, 94 percent passed reading and 87 percent passed math on the first examination; and (8) principal and staff planning should allow students to sustain and improve upon this achievement. Statistics and test scores are presented in 16 tables. (VM)

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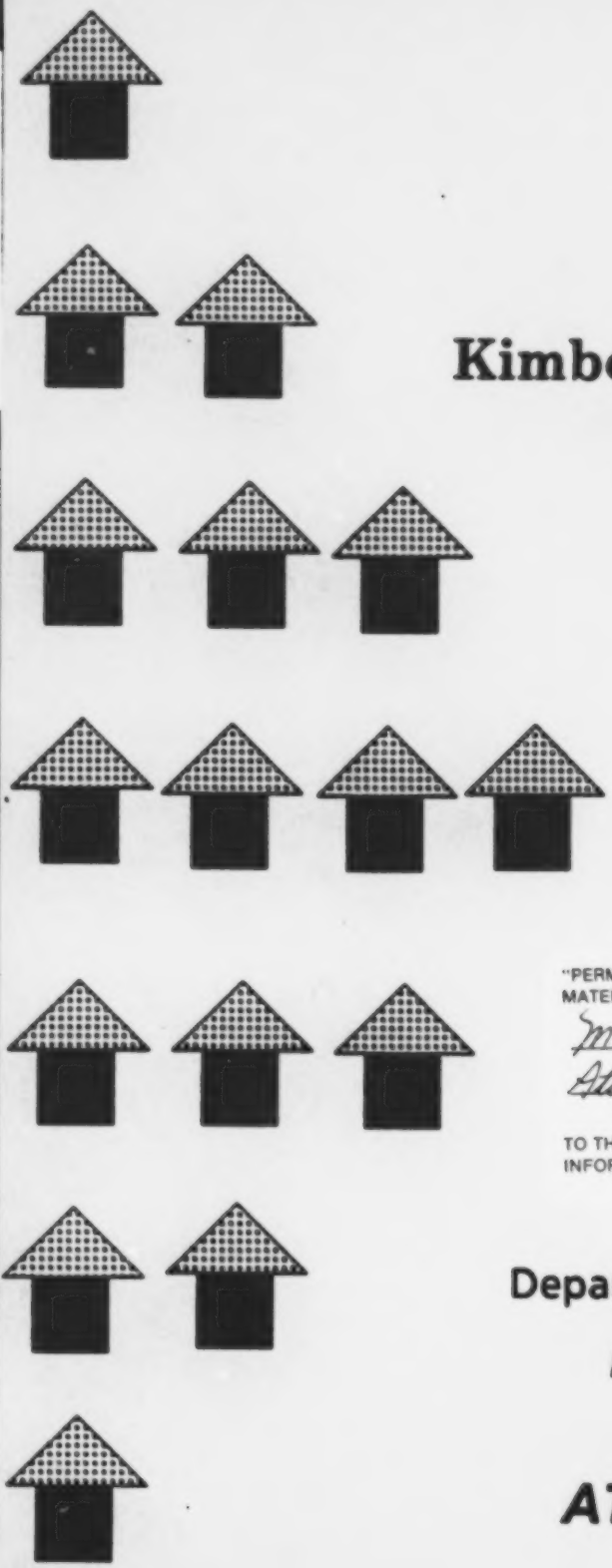

Kimberly Elementary School

School Report

1986-87

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ATLANTA PUBLIC SCHOOLS

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KIMBERLY ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. Kimberly Elementary School continued to attract students new to the Atlanta Public Schools and transfers from other schools in the system, as the enrollment increased by 61 students in 1985 and 37 students in 1986. The 1987 active enrollment for kindergarten through grade 5 was 618 students.

2. The school did not operate a preschool program, but was serviced by a number of community-based child care facilities where 51 percent of the kindergarten students attended prior to entering school. These facilities continued to be visible as providers of care and supervision before and after school hours.

3. Virtually all of the first grade students attended kindergarten, with 85 percent attending programs in the system, and 14 percent attending programs outside of the system.

4. The reduced student mobility index indicated a degree of stability when compared to the previous two years. Illness and other factors caused a decrease in the percentage of student attendance for both school and system students (95 percent). Staff attendance was maintained at 94 percent.

Basal Progress

5. The kindergarten basal reading readiness progress was reported for 116 students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready To Read under the Pupil Progression Policy.

6. Sixty-two percent of the kindergarten class had previous preschool experience. For the initial screening of the ten Ready Steps skills, the percentage of mastery ranged from 63 percent to 98 percent for the school, and from 48 percent to 96 percent for system students.

7. School and system students performed exceptionally well for beginning sounds, following oral directions, naming pictured objects, categorizing, and matching lower- and upper-case letters. Kimberly's and system's students encountered greatest difficulty for sequencing, and only 59 percent of system students were able to dictate meaningful information using pictures.

8. Under the Pupil Progression Policy for kindergarten students in 1986-87, 92 percent of the students successfully completed and mastered the reading readiness basal, Getting Ready To Read. The remaining students ended the year at various stages of prereadiness for the formal reading program.

9. The pacing status report summarized data for 496 students in grades 1 through 5. The indices of progress in the Houghton-Mifflin basal series were the Tests of Basic Reading Skills for reading and the unit/chapter test for mathematics. Basal progress was reported in terms of the average amount of basal material completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

10. While students completed the major portion of the reading and mathematics basal materials, students at grades 2 through 5 met the goal of having 50 percent or more students completing the designated number of reading magazines during the year. For mathematics, 50 percent or more students at grades 1, 2, and 3 completed the designated number of mathematics chapters for the grade level.

California Achievement Tests (CAT)
and Iowa Tests of Basic Skills (ITBS)

11. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). In 1986, student performance reflected 67 percent above the national norm for reading and 79 percent for mathematics. In 1987, student performance improved to 74 percent scoring above the national norm for reading and 83 percent for mathematics.

12. Results from the Iowa Tests of Basic Skills (ITBS) provided the baseline data for student achievement in 1985-86. In keeping with the systemwide achievement goal, each school is projected to have 50 percent or more students scoring at or above the national norm level by 1989.

13. In 1985-86, Kimberly recorded 49 percent of the students at or above the national norm for reading and 60 percent for mathematics. System elementary schools with grades 1 through 5 reported 46 percent of the students at or above the national norm for reading and 58 percent for mathematics. In 1986-87, student performance at Kimberly improved to 57 percent scoring at or above the national norm for reading and 66 percent for mathematics. System elementary schools with grades 1 through 5 reported 53 percent for reading and 65 percent for mathematics.

14. Students who attended the school for two consecutive years increased the reading performance from 53 to 60 percent at or above the national norm, and maintained the mathematics achievement at 67 percent at or above the national norm.

15. Students in grades 2 and 4 were administered the ITBS as a part of the state-mandated norm-referenced testing program, and included tests for social studies and science. Based on the median percentile scores, students in grades 2 and 4 at the school, system, and state scored above the national norm for social studies and science.

Project and Non-Project Results -- Matched

16. Students served in Chapter I compensatory education for two consecutive years in grades 1 through 3 earned a mean normal curve equivalent (NCE) score of 46 for reading and 52 for mathematics. Systemwide elementary Chapter I students earned a mean NCE score of 43 for reading and 51 for mathematics.

Georgia Criterion-Referenced Tests (GCRT)

17. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1 and 3. The reading objectives were clustered into the skill areas of concepts or literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operations, and problem solving.

18. Performance on the first grade GCRT improved for most of the reading objectives, and the scale score increased by 6 points. The improved performance on the mathematics objectives resulted in an increase of 13 scale score points. Consequently, first grade students averaged slightly higher scale scores than students in the system and state for both reading and mathematics.

19. For GCRT reading, first grade students at the school, system, and state had greatest difficulty for explicitly and implicitly stated main idea, details, sequence of events, and cause-and-effect relationships (Nos. 4 and 9).

20. For GCRT mathematics, first grade students encountered difficulty for units of time, comparative and operation symbols, and for determining amounts of money (Nos. 4, 7, and 8).

21. Effective the 1985-86 school year, the third grade GCRT was used as a promotional test to fourth grade for students covered by the policy. The report of first-time examinees showed that an increase of 89 to 94 percent passed reading and an increase of 81 to 87 percent passed mathematics at the first examination. Retesting was provided for students who did not pass reading at the first examination.

Progression Policy Results

22. The 1987 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills in grades kindergarten through 5.

23. Generally, 97 percent or more kindergarten students mastered the reading minimum skills and 92 percent or more mastered the mathematics minimum skills at the end of the school year.

24. First grade students encountered more difficulty for the reading skills than mathematics, particularly the skills assessed in the Honeycomb basal: sounds association, inflectional endings, sequence of events, identifying details, following written directions, identifying the main idea, and classifying objects.

25. Fifth grade students scored below the system average for most of the reading and mathematics minimum skills. Approximately 20 percent of the group encountered difficulty for oral book reports and answering specific questions after listening to a selection, determining the common factor of two numbers, problem solving involving more than one step, adding fractions and mixed numbers, and finding the volume of a rectangular prism.

26. Generally, in grades kindergarten, 2, 3, and 4, the percentage of students mastering the reading and mathematics skills were higher than the average for system students.

27. The 1987 progression status report provided the number and percentage of students who were promoted, administratively placed, and retained in grades kindergarten through 5.

28. For the school and system, the highest rate of promotion occurred at fifth grade, followed by second and fourth grades. Systemwide, first grade continued to show the highest percentage of grade retention. The rate of retention was reduced at grades 2 through 5. Of 620 students under the policy, 88 percent were promoted, 4 percent were administratively placed, and 8 percent were retained.

CONCLUSIONS

The 1986 performance on the various indicators of student achievement across grade levels indicated the baseline data for the school and system achievement goals. The 1987 student achievement data indicated progress toward the attainment of the achievement goal:

1. On the ITBS in 1986, the school was 1 point below the national norm for reading and was above the national norm for mathematics. In 1987, the school was at the national norm for both reading (57 percent) and mathematics (66 percent).

2. On the CAT, kindergarten students scored above the national norm for reading and mathematics in 1986 and increased the percentage of students scoring above national norm in 1987 for reading (74 percent) and mathematics (78 percent).

3. For state-mandated testing in 1986, second grade students scored above the national norm for social studies and science, and fourth grade students performed above the national norm for science. In 1987, second and fourth grade students scored above the national norm for social studies and science.

4. Students continued to complete, on the average, the greater portion of the reading and mathematics material. All grades except first met the basal expectation for reading, and all grades except fourth and fifth completed the expected number of mathematics chapters during the year.

5. Ninety-two percent of the kindergarten class completed and mastered Getting Ready to Read which was required for promotion under the Pupil Progression Policy.

6. The performance of first grade students on the GCRT exceeded the reading and mathematics mean scale scores for the system and state.

7. For third grade GCRT, 94 percent passed reading and 87 percent passed mathematics at the first examination.

8. Student performance in the basal, on the minimum skills, and the third grade GCRT resulted in a progression status which reflected a decrease in the percentage of students retained at each grade level from 1 to 5. Under the Pupil Progression Policy for the first year, the kindergarten class had 88 percent promoted, 3 percent administratively placed, and 9 percent retained.

RECOMMENDATIONS

The 1985-86 baseline data of student performance allowed the principal and staff to develop a school objectives plan for the attainment of the achievement goal. With a careful examination of the individual and group performance profiles, corrective actions were taken which allowed students to sustain and improve upon achievement during 1986-87. It is anticipated that this trend of achievement will be maintained during 1987-88.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 25, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

KIMBERLY ELEMENTARY SCHOOL

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-5)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	563	567	520	581	618	37	6.4	55	9.8
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	28.0	83	1654.0	72
LOAD EXEMPT	5.9	17	640.2	28
TOTAL	33.9	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	77	12	5542	15
COMPENSATORY MATH	55	9	4850	13
K-GARTEN - APS DAY CARE	13	11	877	15
K-GARTEN - NON-APS DAY CARE	61	51	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	45	38	2652	45
FIRST GRADE - APS K-GARTEN	105	85	5801	89
FIRST GRADE - NON-APS K-GARTEN	17	14	627	10
FIRST GRADE - NO K-GARTEN	2	2	123	2
PUPIL-TEACHER RATIO	22.1		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	80	13	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	204	33	10469	28
MOBILITY INDEX:				
1984-85	.34		.29	
1985-86	.36		.30	
1986-87	.28		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		96.0		94.9
1985-86		96.0		95.1
1986-87		94.6		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		93.4		93.3
1985-86		94.4		94.0
1986-87		94.1		94.9

8/17/87

KIMBERLY ELEMENTARY SCHOOL

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		
SCHOOL	84	98	74	96	87	84	63	95	88	96	9	116
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-2	2	10	8	28	17	15	11	10	8	1	

8/14/87

KIMBERLY ELEMENTARY SCHOOL

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL	3	3	1	1	5	5	102	92	111
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

'87
IERLY ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines			Percent Of Pupils Meeting Expectation	Total Students
		Number Per Grade	Average Number Completed	Percent Completed		
01	School	9	5.1	57	2	127
	System	9	6.3	70	24	6469
02	School	6	5.0	83	51	89
	System	6	5.6	93	68	5635
03	School	6	4.9	82	50	96
	System	6	5.1	85	50	5233
04	School	4	4.1	103	69	98
	System	4	4.1	103	77	4974
05	School	4	4.5	113	83	86
	System	4	4.0	100	78	4508

7/08/87
KIMBERLY ELEMENTARY SCHOOL

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	11.4	88	61	127
	System	13	11.7	90	61	6894
02	School	13	11.8	91	56	89
	System	13	12.0	92	63	5770
03	School	13	12.5	96	57	96
	System	13	11.5	89	51	5265
04	School	13	10.7	82	21	98
	System	13	11.1	85	43	4974
05	School	13	10.9	84	41	86
	System	13	11.0	85	43	4514

Kimberly Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	104	125	50	67	74	79	83	--	544
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		90	111	50	36	54	18
02		91	88	50	47	38	-9
03		102	98	50	57	68	11
04		86	97	50	55	63	8
05		88	84	50	50	62	12
	School Total	457	478	50	49	57	8
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		90	111	50	62	68	6
02		90	86	50	72	74	2
03		101	98	50	59	58	-1
04		86	97	50	57	70	13
05		91	84	50	51	61	10
	School Total	458	476	50	60	66	6
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

KIMBERLY ELEMENTARY SCHOOL

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	52	44	44	0	50	68	78	10
	MEAN GE	2.7		1.9	2.5	0.6		2.1	3.2	1.1
03	PERCENT	50	71	45	66	21	69	74	61	-13
	MEAN GE	3.7		2.6	4.4	1.8		3.4	3.9	0.5
04	PERCENT	50	71	61	59	-2	71	66	66	0
	MEAN GE	4.7		4.0	4.9	0.9		4.0	5.1	1.1
05	PERCENT	50	64	61	67	6	64	61	67	6
	MEAN GE	5.7		5.2	6.3	1.1		4.9	6.2	1.3
SCHOOL TOTAL										
	PERCENT	50	258	53	60	7	254	67	67	0
	MEAN GE			3.4	4.7	1.3		3.8	4.5	0.7
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

Kimberly Elementary

SOCIAL STUDIES

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	84	2.7	3.5	4.2	4.8
04	64	50	61	62	63	4.7	5.3	5.3	5.4

SCIENCE

		Median Percentile				Mean GE			
Grade	Tested	National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	64	2.7	3.0	3.2	3.3
04	64	50	66	62	66	4.7	5.6	5.4	5.6

09/22/87

KIMBERLY ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986	8	31	32	40	20	27									60	35
		1987		50		45		46										46
		GAIN		19		5		19										11
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	2	41	45	55	66	57	85	54	73	53					271	54
		1987		51		52		61		53		53						55
		GAIN		10		-3		4		-1								1
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

KIMBERLY ELEMENTARY SCHOOL

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986	7	27	20	45	9	24									36	36
		1987		56		56		41										52
		GAIN		29		11		17										16
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	3	51	54	62	75	68	85	54	73	55					290	59
		1987		44		65		54		58		56						58
		GAIN		-7		3		-14		4		1						-1
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
KIMBERLY ELEMENTARY SCHOOL

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	90	86	71	79	61	73	79	76	79	59	72	210
	1987	118	85	68	68	74	86	87	84	86	73	81	216
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-1	-3	-11	13	13	8	8	7	14	9	6
DIFF. SCHOOL-SYSTEM (1987)			6	3	0	13	8	6	3	4	9	11	5
DIFF. SCHOOL-STATE (1987)			1	-8	-7	15	9	2	4	5	13	12	4

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	90	88	93	76	62	93	88	56	66	82	71	73	78	93	71	83	204
	1987	118	92	93	83	81	87	96	75	77	84	81	83	90	95	81	86	215
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		4	0	7	19	6	8	19	11	2	10	10	12	2	10	3	11
DIFF. SCHOOL-SYSTEM (1987)			5	5	12	1	9	3	7	0	2	0	-1	5	2	4	3	4
DIFF. SCHOOL-STATE (1987)			2	2	4	0	7	2	7	6	0	0	2	-1	0	1	4	2

09/11/87
KIMBERLY ELEMENTARY SCHOOL

GEORGIA CRITERION REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	103	40	12	39	31	30	21	25	19	209	89
	1987	98	33	8	30	18	11	5	17	3	212	94
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. 86-87 SCHOOL			-7	-4	-9	-13	-19	-16	-8	-16	3	5
DIFF. SCHOOL-SYSTEM (1987)			1	-2	-7	-12	1	-9	-4	-5	4	4
DIFF. SCHOOL-STATE (1987)			11	1	5	-6	4	-5	1	-2	-2	0

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	102	52	29	24	21	31	53	39	21	55	35	35	25	203	81
	1987	98	20	31	66	35	48	39	41	12	20	16	12	15	207	87
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. 86-87 SCHOOL			-32	2	42	14	17	-14	2	-9	-35	-19	-23	-10	4	6
DIFF. SCHOOL-SYSTEM (1987)			-5	-6	7	4	5	-6	-1	-5	0	-7	0	-5	2	1
DIFF. SCHOOL-STATE (1987)			3	1	13	9	8	3	9	-5	6	-3	3	-1	-3	-5

8/03/87

KIMBERLY ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

READING

GRADE		PERCENT OF STUDENTS MASTERING EACH SKILL																		AVERAGE NUMBER SKILLS MASTERED	N
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
K	SCHOOL	99	100	98	98	97	97	96	99	98	98										10
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9
	DIFF	2	1	5	0	5	5	7	3	3	0										1
01	SCHOOL	87	77	77	91	76	78	77	75	78	91	76	83	91	94	97					12
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13
	DIFF	-5	-8	-7	2	-6	-6	-6	-6	-4	2	-8	-4	1	-1	3					-1
02	SCHOOL	99	98	94	97	97	98	94	97	99	95	97	98	99	100	100					15
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13
	DIFF	10	4	6	9	9	10	8	8	8	8	9	8	6	7	6					2
03	SCHOOL	95	95	96	94	95	96	94	94	98	97	94	96	94	98	95	98	97			16
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15
	DIFF	5	7	6	6	6	7	8	7	5	6	7	7	8	7	8	5	4			1
04	SCHOOL	98	99	98	99	98	98	98	97	97	95	94	96	95	96	99					15
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14
	DIFF	5	6	6	6	6	5	8	5	5	3	2	4	2	4	5					1
05	SCHOOL	94	89	94	86	91	87	87	94	94	90	92	95	89	96	96	86	84	78	78	17
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18
	DIFF	0	-5	0	-7	-3	-7	-7	1	0	-4	-1	1	-4	3	4	-7	-9	-16	-16	-1

8/03/87

KIMBERLY ELEMENTARY SCHOOL

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87

MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	97	97	94	97	97	93	96	96	97	92									11	119
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-1	2	3	0	3	2	-1	3	4	1	5									1	
01	SCHOOL	98	98	93	89	91	92	83	90	88	93	91	98								11	126
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	0	0	-3	-4	-1	1	-4	2	0	3	1	7								0	
02	SCHOOL	97	98	97	95	95	95	97	97	97	95	97	97	94	97	95					14	88
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	0	2	4	2	4	3	4	2	5	-1	2	2	1	5	5					0	
03	SCHOOL	97	96	95	96	96	97	95	97	95	96	96	95	96	96	95	96	96			16	96
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	3	2	4	3	7	8	7	8	3	6	8	6	6	6	6	8	8			1	
04	SCHOOL	97	95	98	94	95	95	94	96	95	97	95	95	96	96	96	93				15	94
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	3	3	3	1	4	5	2	3	4	5	6	4	4	5	6	5				0	
05	SCHOOL	86	90	95	90	95	90	95	86	81	95	82	82	85	85	85	84	81			15	79
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	-8	-4	2	-2	2	-2	3	-4	-10	2	-7	-9	-6	-4	-5	-3	-6			0	

7/08/87 KIMBERLY ELEMENTARY SCHOOL

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	109	87.9	4	3.2	11	8.9	124
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	92	72.4	7	5.5	28	22.0	127
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	86	96.6	1	1.1	2	2.2	89
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	81	84.4	7	7.3	8	8.3	96
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	90	91.8	6	6.1	2	2.0	98
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	87	100.0		.0		.0	87
	System	4,136	92.2	220	4.9	129	2.9	4,485